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ABSTRACT

This book presents the personal experiences of two educational researchers as they learned to conduct classroom research and combines their personal stories with an academic argument about the kinds of classroom research needed in the future. The chapters in this volume emphasize how the social science disciplines of psychology and anthropology have informed classroom research, how interdisciplinary collaboration and teacher-researcher collaboration can contribute to classroom research, and how standards for assessing classroom research designs can be developed and applied. Each chapter features themes that are widely represented in the work of scholars within the discipline as well as one exemplary study to illustrate the themes. The book is organized into nine chapters as follows: (1) "Introduction"; (2) "The Potential of Classroom Research"; (3) "Contributions from Cognitive Psychology"; (4) "Contributions from Educational Anthropology"; (5) "Interdisciplinary Collaborative Research"; (6) "Using Classroom Research in Classroom Practice"; (7) "Standards of Validity for Classroom Research"; (8) "Good Classroom Research Is Achievable"; and (9) "Guidelines for Future Research." (LL)

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